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# Course Profile

## Study Skills in English, ESL Level 4

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• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

Spring 2001

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Course Profiles are professional development materials designed to help teachers implement the new Grade 11 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

Any references in this document to particular commercial resources, learning materials, equipment, or technology reflect only the opinions of the writers of this sample Course Profile, and do not reflect any official endorsement by the Ministry of Education or by the Partnership of School Boards that supported the production of the document.

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# Course Overview
# Study Skills for English, Open, ESLDO

## Course Description

This course prepares students to use English with increasing accuracy in most classroom and social situations and to participate in society as informed citizens. Students develop the reading, writing, and oral presentation skills required for success in all subjects. Students study and interpret a variety of grade-level texts, develop oral communication skills through participation in informal debates and seminars, and extend their range of research skills.

## Course Notes

The thematic units have been chosen to reflect the maturity and interests of adolescent newcomers to Canada. These students are continuing to develop their oral and written English communication skills in preparation for full integration into mainstream secondary school courses. Each unit of this course provides students with a challenging and motivating culminating performance activity which will allow them to demonstrate the integration of many English language skills needed for success in the school program.

This full course overview was developed as a collaboration between the Public and Catholic Course Profile writing teams for ESLDO. The unit overview charts highlight the main components of each unit including the clustering of expectations into activities and the types of tasks to be done in each activity. Unit 2: Journeys to Freedom is completely fleshed out in the public Course Profile. For an example of how Unit 1: Coming of Age could be delivered, teachers may consult the Catholic Course Profile ESLDO found at the website www.curriculum.org.

Students in ESLDO may have progressed from the first course, ESLAO, through the series of Ontario secondary school ESL courses. Others may have entered Ontario with some background in English and have therefore begun their ESL studies further along the continuum of courses at the ESLBO or ESLCO level. Students who have been in previous ESL courses will already have had exposure to a range of teaching strategies, such as cooperative learning, self- and peer assessment, and performance-based assessment. Those who have more recently entered Ontario schools may not yet have had the opportunity for exposure to these teaching and assessment strategies. Teachers need to be aware of the range of student background experiences in their classes and accommodate accordingly.

In addition to the varied teaching, learning, and assessment strategies presented in this Course Profile, teachers will want to establish at the beginning of the course a number of ongoing classroom routines and activities which are integral parts of a balanced language learning program. These routines include: journal writing; silent reading of English; using first language and bilingual materials where appropriate; reading aloud of a variety of materials by the teacher; keeping vocabulary lists or notebooks; learning relevant Canadian cultural information at appropriate times throughout the year; and compiling media scrapbooks.

Students in this ESLDO course are required to independently read and report on a novel of their choice. An annotated list of suggested novels is included in the course resource section of this Course Profile overview. Novels were chosen for their appropriateness to both the ESLDO student's level of reading proficiency, and their links to the various themes presented in this course. It is suggested that the teacher, in collaboration with the library staff, begin to compile a classroom collection of these novels so that they are readily available early on in the year when students begin to work on this assignment.

In order to graduate from an Ontario Secondary School, all students must pass the Grade 10 Test of Reading and Writing. This ESLDO course has been designed to give students opportunities to practise the following reading and writing skills demanded for success on the test:

- Extract information from graphical and informational texts;
- Interpret and make inferences from a reading selection;
- Write summaries;
- Write reports;
- Write a series of linked paragraphs which give information or express an opinion.

Many newly arrived students will be experiencing culture shock, family separation, and dislocation at the same time as they begin to cope with adjusting to school in a new country or province. ESL teachers should be aware of and sensitive to the many changes and adaptations which immigrant and refugee students face. Another category of students who may also be in the ESLDO class is International or fee-paying (Visa) students. These students face their own special challenges in adjusting to life in Ontario schools, often living on their own, or under the care of a guardian while completing their high school education in Canada. Teachers should strive to create a welcoming and secure classroom environment for all learners.

Inclusiveness of all ethnic, racial, and cultural groups, and both genders, is embedded in this course. ESLDO often deals with sensitive but important issues, and students' reactions to these issues must be respected. Teachers should be sensitive to the class dynamic and level of trust before embarking on some activities. They should always be prepared for potential painful student revelations. In such cases teachers must collaborate closely with school counsellors who will have outside agency contacts. Similarly, teachers should be sensitive to the variety of socio-economic levels, family structures and past political experiences of students. Teachers should be prepared to make accommodations in certain learning situations so that all students will find the classroom comfortable and non-threatening.

## Units: Titles and Times

| | | |
|---|---|---|
| Unit 1 | Coming of Age | 25 hours |
| * Unit 2 | Journeys to Freedom | 30 hours |
| Unit 3 | It's Your Right! | 30 hours |
| Unit 4 | Unsung Heroes | 25 hours |

* This unit is fully developed in this Course Profile.

## Unit Overviews

### Unit 1: Coming of Age

**Time:** 25 hours

**Unit Description**

Students begin the process of building study skills such as vocabulary development, use of the writing process, research, time management, self-evaluation, and goal setting through reading short stories, poetry, and non-fiction prose. The theme, Coming of Age, allows students to explore their places in family and society through the examination of a variety of literary genres and associated print and media resources. Through discussions of differences in rites of passage among societies, students examine the ethical issues of bias and inclusion. Students are introduced to some elements of critical analysis and literary terminology. As they move toward being effective communicators in English, they are encouraged to find their own voices in oral and written presentations. In the culminating activity student reactions to literature are gathered, polished, and published.

**Unit 1 Overview Chart**

| Activity/ Time | Expectations | Assessment | Focus/Tasks |
|---|---|---|---|
| 1. Milestones<br><br>300 min | DORV.01, .02, .03; DREV.01, .02, .04; DWRV.01, .04; DSCV.01, .02; DOR1.03, .04, .05, .07; DOR2.01, .02; DOR3.05; DRE1.01, .02.; DRE2.01, .02; DRE3.01, .02, .03; DRE4.01; .02, .03; DWR1.01; DWR2.02; DWR3.01, .02, .05; DSC1.03; DSC2.03 | Knowledge/ Understanding, Thinking/Inquiry, Communication, Application | **Focus:** Understanding short story structure, developing reading strategies, and accessing community support material using the themes Milestones and Rites of Passage<br>**Tasks**<br>- Create a personal profile and introduce another student<br>- Read and respond (orally and in a short paragraph) to a short memoir<br>- Establish Vocabulary/Structure Journal. Use word attack skills<br>- Read short story. Review literary terms<br>- Use transition phrases<br>- Categorize<br>- Research support material for major rites of passage events<br>- Practise skimming/scanning techniques |
| 2. Blueprints for New Directions<br><br>300 min | DORV .01, .03; DREV.01, .02, .04; DWRV.01, .02, .03, .04; DSCV.01, .02., DOR1.05, .06, .09, .10, .11; DRE1.01, .02, .03; DRE2.01, .02; DWR1.02, .03, .05; DWR2.03, .05, .06; DWR3.01, .02, .04, .05; DSC1.01; DSC2.01, .03 | Knowledge/ Understanding, Thinking/Inquiry, Communication, Application | **Focus:** Self-evaluation and goal setting by finding personal relevance in prose and poetry<br>**Tasks**<br>- Read and respond to short prose and poetry as a class and in groups (jigsaw)<br>- Write comprehension responses using quotations<br>- Take notes<br>- Respond creatively: diary, journal, letter, personal reflection using the writing process<br>- Self-evaluate |
| 3. Getting There<br><br>180 min | DORV.01, .02, .03; DREV.01, .02; DWRV.01, .02; DSCV.01, .02; DOR3.01, .02, .03, .04, .05; DRE2.01, .02; DRE3.02; DSC2.03 | Knowledge/ Understanding, Thinking/Inquiry, Communication, Application | **Focus:** Time-management, study habits, Canadian classroom challenges and expectations through examination of school related scripts<br>**Tasks**<br>- Analyse using mind maps<br>- Read autobiographical stories<br>- Scan and write summaries<br>- Practise group work: note-taking, oral presentations<br>- Role-play<br>- Use peer evaluation<br>- Videotape |

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| 4. Imprints<br><br>180 min | DREV.02, .04; DWRV.01, .02; DSCV.02; DRE2.01, .02; DRE4.01, .02, .03; DWR1.02, .05; DWR2.05, .06; DWR3.01; DSC1.03; DSC2.01, .02 | Knowledge/ Understanding, Thinking/Inquiry, Communication, Application | **Focus:** Application of time management, good study habits, organization and research techniques<br>**Tasks**<br>- Read and respond to a short story<br>- Research project using research terminology, appropriate reading strategies, vocabulary development, note-taking, graphic organizers, résumé, cover letter, and journal writing |
| 5. Listening to Other Voices<br><br>300 min | DORV.01, .03; DREV.01; DWRV.01, .02, .03; DSCV.02; DOR1.03, .04, .05, .11; DOR3.03, .05; DRE1.02, .03; DWR1.03, .04; DWR2.01, .05, .06; DWR3.01, .02; DSC2.03 | Knowledge/ Understanding, Thinking/Inquiry, Communication, Application | **Focus:** Read and critically respond to non-fiction and poetry with the theme of teenage conflicts<br>**Tasks:**<br>- Read and critically respond to two non-fiction short stories and poetry selections<br>- Analyse main idea and point of view<br>- Review poetic devices<br>- Read and write in journal<br>- Maintain personal glossary<br>- Read a poem to music<br>- Present in a small group |
| 6. Using Our Voices<br><br>240 min | DORV.01; DREV.02, .03; DWRV.01, .02, .03; DSCV.02; DOR1.05; DRE2.01; DWR1.01, .03, .04; DWR2.01, .03, .04, .05, .06, .07; DWR3.01, .02; DSC2.03 | Knowledge/ Understanding, Thinking/Inquiry, Communication, Application | **Focus:** Writing and publishing creative pieces on themes of self-discovery and growing up<br>**Tasks**<br>- Use the writing process for creative extension of personal voice in writing non-fiction and poetry<br>- Develop editing skills<br>- Publish booklet of class writing<br>- Maintain personal glossary, specifically computer software terminology |

## Unit 2: Journeys to Freedom

**Time:** 30 hours

**Unit Description**

Canada continues to be a destination for people from all over the world who come here seeking to live in freedom. As an introduction to Canadian immigrants' journeys to freedom, students compile a media watch scrapbook by collecting and writing summaries of newspaper and magazine articles. They also engage in vocabulary study arising from this reading. Students view and respond to a video on the experience of immigrant and refugee groups in Canada. For a research report and oral presentation, students research, extract, and organize information about immigrants to Canada, citing non-fiction sources such as newspaper articles and on-line research materials in a bibliography. The unit culminates in the exploration of a literary journey to freedom in Canada through the analysis of the Canadian novel, *The Road to Chlifa*. Students write a five-paragraph essay on a theme arising from the novel. This novel also forms the basis for vocabulary building, as well as the focused study of the use of modal verbs to offer advice and express regret.

**Unit 2 Overview Chart**

| Activity/Time | Expectations | Assessment | Focus/Tasks |
|---|---|---|---|
| 1. Media Watch<br><br>420 min | DORV.01, DORV.04, DOR1.05, DOR4.01, DOR4.02, DOR4.03, DOR4.04, DREV.02, DREV.04, DRE1.03, DRE2.01, DRE2.02, DRE3.01, DRE3.06, DWRV.04, DWR2.02, DWR3.01, DWR3.02, DWR3.05, DSCV.01, DSC1.05, DSC2.03 | Diagnostic: Participation in group discussions and presentations (Communication)<br>Formative: In-class practise article summary (Thinking/Inquiry, Communication)<br>Summative: Media Watch Scrapbook, using teacher-created checklist or rubric (Knowledge/Understanding, Thinking/Inquiry, Communication, Application) | **Focus:** Analyse and Respond to Media<br>**Tasks**<br>- Activating prior knowledge<br>- Independent reading of unit novel using content reading logs<br>- Read, analyse, and summarize newspaper articles<br>- Contrast fact vs. opinion<br>- Compile a media watch scrapbook<br>- Vocabulary logs<br>- View and analyse a video |
| 2. Research Report<br><br>300 min | DREV.04, DRE3.02, DRE3.03, DRE4.01, DRE4.02, DRE4.03, DWRV.02, DWRV.03, DWRV.04, DWR1.05, DWR2.01, DWR2.03, DWR2.04, DWR2.05, DWR3.01, DWR3.02, DWR3.05 | Formative: Bibliography for Research Project (Knowledge, Communication)<br>Formative: First Draft of Research Report (Knowledge, Thinking/Inquiry, Communication, Application)<br>Summative: Research Report, using teacher-created rubric (Knowledge, Thinking/Inquiry, Communication, Application) | **Focus:** Writing a Research Report<br>**Tasks**<br>- Use research skills to locate and read articles on immigration issues<br>- Compile a bibliography<br>- Take notes using an organizer and expand into a report<br>- Take report through writing, revising and editing process |
| 3. Oral Presentations<br><br>240 min | DORV.01, DORV.02, DOR1.03, DOR1.04, DOR1.05, DOR1.07, DOR1.09, DOR1.11, DOR2.01, DSCV.01, DSCV.02, DSC1.06, DSC2.01 | Formative: Self-Assessment of Speaking Skills in Oral Presentation with checklist (Communication, Application)<br>Summative: Oral Presentations, using teacher-created rubric (Knowledge, Thinking/Inquiry, Communication, Application)<br>Summative: Graphic Organizer Folders, using a checklist | **Focus:** Oral Presentations<br>**Tasks**<br>- Teacher models oral presentation format<br>- Oral presentations using accurate standard English<br>- Note-taking on each presentation using a graphic organizer |

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| | | (Knowledge, Thinking/Inquiry, Communication, Application) | |
| 4. *The Road to Chlifa*: Karim's First Months in Canada<br><br>240 min | DREV.01, DRE1.01, DRE1.02, DRE1.03, DRE3.04, DRE4.01 | Formative: Content Reading Logs (Knowledge, Communication)<br>Formative: Comprehension Quiz (Knowledge, Communication)<br>Formative: Reading Response Journal (Knowledge, Thinking/Inquiry, Communication) | **Focus:** Read and respond to part one of novel; learn about literary devices<br>**Tasks**<br>- Think/pair/share<br>- Response journal writing<br>- Vocabulary logs<br>- Class and small group discussions<br>- Discussion of literary devices |
| 5. *The Road to Chlifa*: Understanding Characterization<br><br>300 min | DORV.01, DORV.03, DOR1.04, DREV.01, DRE1.02, DRE1.03, DWRV.04, DWR3.05 | Formative: Response Journal (Knowledge, Thinking/Inquiry, Communication)<br>Summative: Paired Dramatization, using a checklist (Communication, Application)<br>Summative: Character Study (Knowledge, Thinking/Inquiry, Communication, Application)<br>Summative: Grammar Exercise (Knowledge, Communication) | **Focus:** Read and respond to part two of novel<br>**Tasks**<br>- Study of plot, character and setting<br>- Compilation of character studies<br>- Response to novel through dramatization<br>- Contextualized grammar study |
| 6. *The Road to Chlifa*: Themes<br><br>300 min | DREV.01, DREV.02, DRE1.04, DRE2.01, DRE2.02, DWRV.01, DWRV.02, DWRV.03, DWRV.04, DWR1.01, 1.03, 2.01, 2.02, 2.03, 2.05, 3.01, 3.02, 3.05 | Summative: Five-paragraph Essay, using teacher-created rubric (Knowledge, Thinking/Inquiry, Communication, Application)<br>Summative: Vocabulary Log (Knowledge, Communication)<br>Summative: Response Journal (Knowledge, Thinking/Inquiry, Communication) | **Focus:** Discuss and write a five-paragraph essay on a theme from the novel<br>**Tasks**<br>- Study models of essay format on literary themes<br>- Write and edit a five-paragraph essay<br>- Select a novel for independent study (to be submitted at end of course) |

## Unit 3: It's Your Right!

**Time:** 30 hours

**Unit Description**

Students develop an awareness of their rights and responsibilities as members of Canadian society through reading and discussing sections of grade-level texts, such as the Canadian Charter of Rights and Freedoms, the Aboriginal Charter of Rights, the Ontario Human Rights Code, District School Board equity policies, and individual school Codes of Conduct. Reading newspaper and magazine articles which illustrate human rights issues, viewing of a video on Canadian human rights issues, debates on the interpretation of individual or group rights, and the development of positive communication and conflict-resolution skills all form part of this unit. The comprehension and use of the formal register of language in oral and written communication are emphasized. As a culminating task, students prepare and present posters related to a current issue involving the rights and responsibilities of living in Canada.

**Unit 3 Overview Chart**

| Activity/Time | Expectations | Assessment | Focus/Tasks |
|---|---|---|---|
| 1. Universal Human Rights<br><br>120 min | DSCV.01, DSC1.01 | Formative: Vocabulary Cloze Exercise (Knowledge, Communication) | **Focus:** Building background knowledge of basic Human Rights<br>**Tasks**<br>- Activating prior knowledge about human rights<br>- Brainstorm concepts of human rights<br>- Vocabulary development |
| 2. Human Rights: The Canadian Context<br><br>240 min | DREV.02, DRE2.01, DRE2.02, DRE3.03, DRE3.05, DRE3.06, DWRV.04, DWR3.03, DSCV.01, DSC1.01, DSC1.02, | Summative: Reading Comprehension Quiz (Knowledge, Thinking/Inquiry, Communication) | **Focus:** Reading Canadian Human Rights texts from various levels of government<br>**Tasks**<br>- Read and comprehend excerpts from Charter of Rights and Freedoms, Ontario Human Rights Code, etc.<br>- Contextualized Grammar study |
| 3. Human Rights in Canada: Raising Awareness<br><br>360 min | DORV.01, DORV.03, DOR1.06, DOR3.06, DREV.03, DRE3.01, DRE3.04, DRE3.06, DWRV.01, DWRV.04, DWR1.01, DWR1.05, DWR3.04, DSCV.01, DSCV.02, DSC1.01, DSC1.05, DSC1.06, DSC2.03 | Formative: Group Oral Summary (Communication)<br><br>Summative: Written Summary (Knowledge, Thinking/Inquiry, Communication, Application) | **Focus:** Human rights issues<br>**Tasks**<br>- Read sections of newspaper and magazine articles on Canadian human rights issues<br>- Class discussions<br>- Group discussions and oral summaries<br>- Write a summary<br>- Contextualized Grammar study |

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| 4. Human Rights in Action<br><br>240 min | DORV.03, DORV.04, DOR3.06, DOR4.01, DREV02, DREV.03, DRE2.01, DRE3.01, DRE3.03, DRE3.04, DRE3.05, DRE3.06, DSCV.01, DSC1.03 | Formative: Video viewing worksheet (Thinking/Inquiry, Communication, Application)<br>Summative: Case Study Assignment (Knowledge, Thinking/Inquiry, Communication, Application) | **Focus:** Application of human rights principles in school and community<br>**Tasks**<br>- Case studies and readings<br>- Discussions of issues<br>- View and discuss a video on human rights in Canada |
| 5. Communicate Right!<br><br>240 min | DORV.03, DOR1.01, DOR1.02, DOR3.01, DOR3.02, DOR3.03, DOR3.04, DOR3.05, DSCV.02, DSC1.04 | Summative: Role play (Communication, Application) | **Focus:** Respect for others' rights through positive communication and conflict resolution skills<br>**Tasks**<br>- Model and practise positive communication skills such as "I" messages and active listening<br>- Student role plays<br>- Idiom/colloquial language study |
| 6. The Right to Express your Views: A Debate<br><br>240 min | DORV.01, DORV.03, DOR1.08, DOR1.10, DOR1.11, DOR3.03, DSCV.01, DSCV.02, DSC1.06, DSC2.01, DSC2.03 | Summative: Debate (Knowledge, Thinking/Inquiry, Communication, Application) | **Focus:** Debate on Canadian human rights issues<br>**Tasks**<br>- Debate preparation on issues such as freedom of speech and hate literature; freedom of the press and censorship; North American Free Trade Agreement Act?<br>- Class debate<br>- Language focus on persuasion and polite disagreement |
| 7. Post It!: A Human Rights Poster Presentation<br><br>360 min | DORV.02, DORV.04, DOR1.02, DOR1.10, DOR1.11, DOR3.03, DOR4.05, DWRV.01, DWRV.02, DWRV.04, DWR1.01, DWR2.04, DWR2.05, DWR2.06, DWR2.07, DWR3.01, DWR3.02, DWR3.05 | Summative: Poster Presentation (Knowledge, Thinking/Inquiry, Communication, Application) | **Focus:** Poster Presentation on a Canadian human rights issue<br>**Tasks**<br>- Model of an effective poster and presentation (text and visual elements)<br>- Class presentations<br>- Peer assessment<br>- Use of formal language in oral presentations |

## Unit 4: Unsung Heroes

**Time:** 25 hours

**Unit Description**

Students explore volunteerism and contributions to the school and wider community as they respond to a collection of short stories, poetry, media works, and brief biographies. They research and report on community and charitable organizations which offer opportunities for volunteer community service. Students examine the format and preparation of personal resumes and application letters. Students conduct interviews with community members who make a wide variety of quiet but vital contributions to society. Students write and edit a biography focusing on an individual who has made a difference in their community. They also complete the independent book report begun earlier in the course.

**Unit 4 Overview Chart**

| Activity/ Time | Expectations | Assessment | Focus/Tasks |
|---|---|---|---|
| 1. Unsung Heroes: Making a Difference<br>360 min | DREV.01, DRE1.02, DRE1.03, DRE3.01, DWRV.01, DWR1.03 | Formative: Personal response to short stories and poetry (Knowledge, Communication, Thinking/Inquiry) | **Focus:** Short Stories/Poetry about "Unsung Heroes"<br>**Tasks**<br>- Literary analysis<br>- Personal response |
| 2. Unsung Heroes: Reading their Stories<br>360 min | DORV.04, DOR4.02, DREV.03, DRE3.01, DRE3.04, DRE3.05 | Formative: Reading comprehension exercises (Knowledge, Communication, Thinking/Inquiry)<br>Summative: grammar exercises (Knowledge, Thinking/Inquiry, Communication) | **Focus:** Brief Biographies of Unsung Heroes<br>**Tasks**<br>- Reading comprehension – biographies of people who contribute in subject fields such as math, science, technology, the arts, human rights<br>- Discussion: What makes a "good citizen"?<br>- Analysis of the biography genre and appropriate language style<br>- Contextualized grammar study |
| 3. Making a Difference in Our Communities<br>420 min | DORV.01, DORV.02, DOR1.05, DOR1.11, DREV.04, DRE3.02, DRE4.01, DRE4.02, DRE4.03, DSCV.01, DSC1.03, DWRV.01, DWRV.02, DWRV.04, DWR1.02, DWR1.05, DWR2.05, DWR3.01, DWR3.02, DWR3.05 | Formative: Peer Evaluation of Oral Presentation (Knowledge, Communication)<br>Summative: Oral Presentation (Knowledge, Thinking/Inquiry, Communication, Application)<br>Formative: First Draft of Application Letter (Knowledge, Communication, Application) | **Focus:** Report on Community/Charitable Organizations<br>**Tasks**<br>- Research community/charitable organization<br>- Prepare short report based on a model<br>- Oral presentation<br>- Complete a peer evaluation of oral presentations<br>- Study application letter models<br>- Write and edit a personal application letter for a community service placement |

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| | | Summative: Final Draft of Application Letter (Knowledge, Communication, Application) | |
| 4. Unsung Heroes: Telling their Stories<br><br>360 min | DORV.01, DOR3.06, DREV.01, DRE1.04, DRE1.05, DWRV.02, DWRV.03, DWRV.04, DWR2.01, DWR2.02, DWR2.03, DWR2.05, DWR3.01, DWR3.02, DWR3.05, DSCV.02, DSC2.01 | Formative: Role-Play and Interview (Communication)<br>Summative: Biography (Communication, Thinking/Inquiry, Application)<br>Independent Book Report (Knowledge, Communication, Thinking/Inquiry, Application) | **Focus:** Writing a Biography<br>**Tasks**<br>- Plan, role-play, and conduct an interview<br>- Compose the biography from interview notes<br>- Language focus on organization and connecting devices<br>- Process writing and editing<br>- Collect book reports assigned in Unit 2 |

## Teaching/Learning Strategies

Brainstorming, K-W-L charts, webbing, modelled writing, journal writing, essay writing, portfolio compilation, cooperative learning groups, teacher read-alouds, graphic organizers, think/pair/share, worksheets, field trips, vocabulary charts, key word lists, vocabulary/grammar journal, media watch scrapbook journal, viewing and responding to videos, class and community surveys and interviews, cloze exercises, information gap activities, questionnaires, oral presentations, Internet searches, small group and class interaction, sharing languages and cultures, independent research projects, role-play, follow teacher and student presentations, self- and peer assessment, library research with print and electronic materials, book reports, writing editorials and news reports, debates, letter writing, resume preparation, language and social context awareness activities, poetry readings and writings.

## Assessment & Evaluation of Student Achievement

The assessment and evaluation techniques used in this course are diagnostic, formative, and summative. They are constructed to link the teaching/learning strategies to the various curriculum expectations focused on in each unit through the four Achievement Chart categories of Knowledge, Thinking/Inquiry, Communication, and Application, which appear in the ESL/ELD Ontario Curriculum Policy document.

A number of different strategies are used for assessment and evaluation in this course, including: response scrapbooks, group and individual presentations, written pieces in a variety of forms including essays and research reports, quizzes, written tests, and journals.

Term work is worth 70% of the overall final course mark.

The required 30% final summative assessment could be composed of:

1) a final examination
2) the independent book report assigned in Unit 2
3) the biography which forms the culminating activity of Unit 4

## Accommodations

An ESLDO class is of a heterogeneous nature, encompassing students of varying ages and backgrounds, and may also feature continuous intake of newly arrived students throughout the semester or school year. To support students with varying levels of English proficiency, differing previous school experiences and varying learning styles, teachers should incorporate the following strategies into their classroom programs: making available newspapers, magazines and taped books at various proficiency levels; tailoring assignments, assessment, and evaluation to meet individual needs; and providing opportunities for practice with English language learning software.

Among the suggestions for accommodations provided in the various activities of this Course Profile are: using the first language when appropriate; pairing and grouping students for support; coaching and buddy reading; chunking information into smaller units; providing opportunities for consolidating and building on background conceptual knowledge; using visuals in addition to printed material; using taped texts as a support to print material; and modifying assessment and evaluation techniques when appropriate.

## Resources

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## OSS Considerations

### Education for Exceptional Students

At every point in this course, teachers should take into account the needs of any exceptional students as set out in their Individual Education Plans. ESL students show the same range of learning exceptionalities in the same proportions as other Ontario students. Some students arrive with previously identified learning needs, while the needs of others are identified when their progress in English language acquisition, and cultural adjustment differs significantly form that of students from similar backgrounds and with similar educational experiences. It is important not to identify students as learning disabled on the basis of performance or behaviour that reflect, a normal process of second language acquisition or that reflect a lack of prior opportunity to learn the knowledge and skills being tested.

### The Role of Technology in Curriculum

It is important for all ESL students to be given opportunities to develop competence in using computers and other technology. In this ESLDO course, students are afforded opportunities to use word processing and graphics software to produce pieces of written work and to do research on the Internet and with CD-ROM software. Students are encouraged to work with their peers to help each other access and learn about technology.

### Career Education

ESL students need opportunities to explore the full range of educational and career paths available to them in their new country and educational setting. At the ESLDO level of English proficiency, students should be encouraged to consider cooperative education placements to enhance their school programs and give them exposure to a variety of career choices. In Unit 4: Unsung Heroes, students learn to prepare personal resumes and application letters. They also research community and charitable organizations for opportunities for volunteer and community service. Students discuss the role of volunteerism both as a service to the community and as an enhancement to future employability.

### Health and Safety

Students who are recent arrivals from other countries may have special health and safety needs. In Unit 3: It's Your Right!, students consider issues of human rights at the local, provincial, and federal levels. Students focus on both the rights and responsibilities of the individual in school, the workplace, and the larger society. Conflict-resolution skills also form part of the unit.

Emotional health is as important as physical health and safety. The experience of immigration, even in the best of circumstances, involves feelings of loss and disorientation for many students. Throughout this course, the teacher is expected to be sensitive to the range of experiences that students bring with them. The teacher must recognize the equal legitimacy of students choosing to share or keep private their experiences and feelings. Unit 2: Journeys to Freedom, addresses issues such as the trauma of war, flight, loss, and dislocation in depth. Teachers should be prepared for a wide variety of responses to this theme. The study of the experiences of various recent immigrant and refugee communities in Canada in this unit should be approached from a factual and historical perspective to diffuse any emotional conflicts which may arise between class members.

A school environment that is free of racial and sexual harassment is as important to students as a physically and emotionally safe environment. Activities throughout the course, and in particular in Unit 3: It's Your Right!, focus on the importance of school rules, rights, and responsibilities and include a review of the board's racial and sexual harassment policy. Students are taught how to report problems and how to get help if they feel they are being harassed.

### Compulsory Credits

Up to three ESL or ELD courses may be substituted for compulsory English courses.

# Coded Expectations, Study Skills in English, ESL Level 4, Open, ESLDO

## Oral and Visual Communication

### Overall Expectations

**DORV.01** · communicate orally in English in a wide variety of daily activities in the community, the classroom, and the workplace;
**DORV.02** · use the elements of English grammar with increasing accuracy in speech;
**DORV.03** · use appropriate language and non-verbal communication strategies in a variety of situations;
**DORV.04** · create, analyse, and interpret a variety of media works.

### Specific Expectations

**Developing Fluency in Oral Communication**

**DOR1.01** – respond to and use some implicit commands and messages (e.g., indirect requests and orders such as: *Would you like to rewrite that?*, meaning *You should rewrite that; Is that where the dictionaries go?*, meaning *Please put the dictionaries away*);
**DOR1.02** – recognize and use a variety of conversational strategies (e.g., opening formulas such as *How are you?*, attention-getting phrases such as *Excuse me*, turn-taking signals such as *I'd like to add*, and closing formulas such as *I've got to go now*);
**DOR1.03** – use a variety of communication strategies to bridge gaps in their English-language knowledge (e.g., ask for clarification; paraphrase; use facial expressions and gestures to convey meaning);
**DOR1.04** – use the pronunciation, stress, rhythm, and intonation patterns of spoken English with accuracy most of the time;
**DOR1.05** – participate in classroom discussions and oral presentations;
**DOR1.06** – provide a summary of a group discussion or an activity;
**DOR1.07** – use a variety of transition words and phrases in classroom discussions and oral presentations to express relationships such as comparison, contrast, sequence, and cause and effect;
**DOR1.08** – follow complex sequences of instructions;
**DOR1.09** – take notes from classroom presentations, using a written outline or graphic organizer as a guide;
**DOR1.10** – express and support a point of view in classroom discussions;
**DOR1.11** – use formal speech for oral classroom presentations.

**Developing Accuracy in Oral Communication**

**DOR2.01** – use important elements of English grammar with increasing accuracy (e.g., verb tenses, negatives, adjectives, adverbs, conjunctions, articles, and prepositions of time, direction, and location);
**DOR2.02** – correct some common grammatical errors in their own speech (e.g., inconsistent verb tenses, unclear pronoun reference).

**Using English in Socially and Culturally Appropriate Ways**

**DOR3.01** – analyse social contexts to determine the appropriate type of language to use (e.g., the suitability of colloquialisms, emphasis, and eye contact in a videotaped speech or interview);
**DOR3.02** – recognize and respond appropriately to verbal and non-verbal cues (e.g., identify inappropriate aspects of language and behaviour in comedy);
**DOR3.03** – use formal and informal styles of language appropriately (e.g., compare and role-play the use of forms of address in different situations);
**DOR3.04** – use some idioms and slang where appropriate (e.g., *Off the top of my head; Run that by me again*);

**DOR3.05** – use polite forms to negotiate and reach consensus in small-group tasks (e.g., *Would you like to...?, How about...?, Don't you think...?*);

**DOR3.06** – recognize and use the appropriate style of language for various workplace situations (e.g., evaluate customer and employee interactions as presented in a video; role-play an employee asking for advice from a supervisor).

**Developing Media Skills and Knowledge**

**DOR4.01** – respond to a wide variety of media works through discussion and comparison of their own and others' reactions to the works (e.g., advertisements, news programs, dramatic presentations);

**DOR4.02** – identify strategies used in different media to influence specific audiences (e.g., figurative language, provocative visual images, youth-oriented music);

**DOR4.03** – analyse media productions to identify different media perspectives on social and cultural issues (e.g., how newspapers and television companies select and present facts, images, and opinions on issues related to race, gender, and age);

**DOR4.04** – explain some of the causes and consequences of local, national, and international current events (e.g., explain how Canadian immigration patterns are related to world events; explain the causes and consequences of some forms of pollution);

**DOR4.05** – create a documentary or news report on a current issue.

## Reading

### Overall Expectations

**DREV.01** · read and respond to literature, with teacher guidance;

**DREV.02** · use a range of strategies to build vocabulary;

**DREV.03** · extract information from grade-level texts, with teacher guidance;

**DREV.04** · locate, evaluate, and use information from a variety of sources for academic, social, and career purposes, including guided research projects.

### Specific Expectations

**Reading and Responding**

**DRE1.01** – identify some common cross-cultural themes in literature (e.g., coming of age, creation of the universe, quests);

**DRE1.02** – identify and explain literary elements and devices in teacher-selected texts (e.g., theme, character development, plot, setting, simile, metaphor);

**DRE1.03** – make inferences about a writer's point of view or a character's actions;

**DRE1.04** – choose and respond to personal reading material comparable in scope and difficulty to some materials selected by their English-speaking peers;

**DRE1.05** – explain their reasons for choosing specific authors and genres (e.g., in book reviews, in literature study groups).

**Developing Vocabulary**

**DRE2.01** – use a variety of strategies to build vocabulary (e.g., check learner dictionaries; keep a personal list of words and phrases; seek opportunities to use new words);

**DRE2.02** – infer the meaning of many Latin-based words from context and from prefixes, suffixes, and word roots.

**Using Reading Strategies for Comprehension**

**DRE3.01** – recognize the elements and purposes of different forms of texts and participate in discussions about them (e.g., subject-area texts, short stories, magazine articles);

**DRE3.02** – skim texts for main ideas and overall organization (e.g., skim a section of a reference book to evaluate its relevance for a specific project; skim brochures for career information);

**DRE3.03** – scan texts for specific information (e.g., locate required information in a reference book; locate information about specific aptitudes or qualifications in a career brochure);

**DRE3.04** – determine meaning in texts that contain complex grammatical elements (e.g., conditionals, modals, passive verbs);

**DRE3.05** – recognize transition words and phrases used to indicate definition of terms, classification, sequence, summary, conclusion, comparison and contrast, cause and effect, and hypothesis (e.g., *that is, in conclusion, by contrast, as a result, possibly*);

**DRE3.06** – identify facts, opinions, and perspectives in text.

**Developing Research Skills**

**DRE4.01** – use knowledge of a variety of conventions of formal texts to locate information (e.g., footnotes, end notes, and lists);

**DRE4.02** – compare ideas and information from a variety of sources for guided research projects (e.g., sources such as print and non-print magazines and newspapers, CD-ROMs, the Internet);

**DRE4.03** – summarize main points for guided research projects, using graphic organizers (e.g., charts, tables, Venn diagrams).

## Writing

### Overall Expectations

**DWRV.01** · write in a variety of forms appropriate to different subject areas, personal needs, and career goals, with teacher guidance;

**DWRV.02** · use the writing process to prepare final drafts, with teacher guidance;

**DWRV.03** · arrange ideas in logical order and present them in linked paragraphs;

**DWRV.04** · use the sentence patterns and conventions of standard Canadian English with accuracy most of the time in written work.

### Specific Expectations

**Relating Purpose to Form**

**DWR1.01** – write to carry out assignments in different subject areas (e.g., short reports, outlines, summaries, editorials, notes, essays, examination answers);

**DWR1.02** – write for career-related purposes (e.g., résumés, covering letters, memos, e-mail messages);

**DWR1.03** – select and use appropriate forms for personal and creative writing (e.g., diaries, journals, personal letters and e-mail messages, dialogues, poetry, narratives);

**DWR1.04** – use descriptive words and phrases to convey mood, atmosphere, and emotion;

**DWR1.05** – use the conventions appropriate to particular forms of writing (e.g., letter salutations and closings, cover pages and headings, bibliographies).

**Applying the Writing Process**

**DWR2.01** – write a passage of three or more paragraphs to develop a central idea;

**DWR2.02** – use transition words and a variety of sentence patterns to express relationships such as comparison and contrast (e.g., *similarly, on the other hand*) and cause and effect (e.g., *as a result of*);

**DWR2.03** – edit to improve writing style (e.g., to convey a personal voice, to stress objectivity);

**DWR2.04** – use visual elements to enhance the effectiveness of published text (e.g., margins for ease of reading, headings and typeface for emphasis);

**DWR2.05** – produce final drafts, using appropriate writing tools (e.g., dictionaries, editing checklists);
**DWR2.06** – use word-processing software to compose and edit pieces of writing;
**DWR2.07** – use graphics software to format and embellish pieces of writing.

**Developing Accuracy in Written Form**
**DWR3.01** – spell words accurately in final drafts, including subject-specific terms;
**DWR3.02** – use periods, commas, apostrophes, quotation marks, colons, and parentheses correctly in final drafts;
**DWR3.03** – use the semicolon to separate main clauses in a list of ideas;
**DWR3.04** – use ellipses to show that words have been omitted from a quotation;
**DWR3.05** – use common tenses and verb phrases, adjectives, adverbs, conjunctions, prepositions of direction and time, and interrogative and negative constructions appropriately and with accuracy most of the time.

## Social And Cultural Competence

### Overall Expectations
**DSCV.01** · demonstrate understanding of the rights and responsibilities of living in Canada;
**DSCV.02** · demonstrate flexibility as learners in different teaching and learning situations.

### Specific Expectations
**Developing Citizenship Awareness and Skills**
**DSC1.01** – participate in discussions about important social and political documents (e.g., the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, district school board race relations policies);
**DSC1.02** – identify and explain the role of some components of the Canadian political system (e.g., parties, levels of government, the electoral process);
**DSC1.03** – identify and use the skills needed to seek assistance in the school and community (e.g., use, and help others to use, the services of school guidance departments and community and school support services; explain their district school board's harassment policy and procedures);
**DSC1.04** – demonstrate knowledge of strategies for conflict resolution by participating in simulations, role plays, and group discussions;
**DSC1.05** – research and participate in discussions comparing the needs and values of people of different ages and cultures and both genders;
**DSC1.06** – participate in discussions and debates about local, national, and global issues and events.

**Adapting to the Ontario Classroom**
**DSC2.01** – participate effectively in a variety of learning and teaching situations (e.g., independent research; oral presentations; varied assessment situations such as tests, examinations, and student-teacher conferences);
**DSC2.02** – use study skills effectively (e.g., select appropriate study strategies; use self-monitoring and self-correcting strategies);
**DSC2.03** – participate fully in group activities, (e.g., contribute productively to all group tasks, assist others in the group, and help keep the group on task).

## Unit 2: Journeys to Freedom

**Time:** 30 hours

### Unit Description

Canada continues to be a destination for people from all over the world who come here seeking to live in freedom. As an introduction to Canadian immigrants' journeys to freedom, students compile a media watch scrapbook by collecting and writing summaries of newspaper and magazine articles. They also engage in vocabulary study arising from this reading. Students view and respond to a video on the experiences of immigrant and refugee groups in Canada. For a research report and oral presentation, students research, extract, and organize information about immigrants to Canada, citing non-fiction sources such as newspaper articles and on-line research materials in a bibliography. The unit culminates in the exploration of a literary journey to freedom in Canada through the analysis of the award winning Canadian novel, *The Road to Chlifa.* Students write a five-paragraph essay on a theme arising from the novel. This novel also forms a basis for vocabulary building, as well as the focused study of the use of modal verbs to offer advice and express regret.

### Activity 1: The Road to Freedom: Media Watch

**Time:** 420 minutes

"The sailor is born twice: first from his mother, and the second time through his journeys".

-Radovan Gajic, Canadian immigrant poet, from the video "The Boatswain"

#### Description

Students read about and discuss various Canadian immigration issues as portrayed in print media. They learn about a range of elements that distinguish a factual news report from an editorial. Students compile a scrapbook of articles on immigration, make point-form notes, and expand on these notes to write paragraph summaries for each article. They use a variety of strategies to build their vocabulary on immigration issues. Students view a video on a recent Canadian immigrant and discuss the point of view presented in the production. Finally, students begin their independent reading of the Canadian novel, *The Road to Chlifa.*

#### Strand(s) & Learning Expectations

**Oral and Visual Communication**

DORV.01 - communicate orally in English in a wide variety of daily activities in the community, the classroom, and the workplace;
DORV.04 - create, analyse, and interpret a variety of media works;
DOR1.05 - participate in classroom discussions and oral presentations;
DOR4.01 - respond to a wide variety of media works through discussion and comparison of their own and others' reactions to the works;
DOR4.02 - identify strategies used in different media to influence specific audiences;
DOR4.03 - analyse media productions to identify different media perspectives on social and cultural issues;
DOR4.04 - explain some of the causes and consequences of local, national, and international current events.

**Reading**

DREV.02 - use a range of strategies to build vocabulary;
DREV.04 - locate, evaluate, and use information from a variety of sources for academic, social, and career purposes, including guided research projects;

DRE1.03 - make inferences about a writer's point of view or a character's actions;
DRE2.01 - use a variety of strategies to build vocabulary;
DRE2.02 - infer the meaning of many Latin-based words from context and from prefixes, suffixes, and word roots;
DRE3.01 - recognize the elements and purposes of different forms of texts and participate in discussions about them;
DRE3.06 - identify facts, opinions, and perspectives in text.

**Writing**
DWRV.04 - use the sentence patterns and conventions of standard Canadian English with accuracy most of the time;
DWR2.02 - use transition words and a variety of sentence patterns to express relationships such as comparison and contrast;
DWR3.01 - spell words accurately in final drafts, including subject-specific terms;
DWR3.02 - use periods, commas, apostrophes, quotation marks, colons, and parentheses correctly in final drafts;
DWR3.05 - use common tenses and verb phrases, adjectives, adverbs, conjunctions, prepositions of direction and time, and negative constructions appropriately and with accuracy most of the time.

**Social and Cultural Competence**
DSCV.01 - demonstrate understanding of the rights and responsibilities of living in Canada;
DSC1.05 - research and participate in discussions comparing the needs and values of people of different ages and cultures and both genders;
DSC2.03 - participate fully in group activities.

## Prior Knowledge & Skills

- Familiarity with the concept of Canada as a nation of immigrants
- Ability to read brief newspaper and journal articles in English
- Experience in making brief classroom oral presentations
- Knowledge of the parts of speech in English
- Experience working in groups and participating in cooperative discussions

## Planning Notes

- Students compile media scrapbooks of recent Canadian immigration issues. The teacher will work in collaboration with the library staff to ensure access to recent newspaper and periodical articles in print and electronic formats.
- Decide when the media watch scrapbook will be handed in, during the middle of the unit, or at the end.
- Clip and save several articles in advance of this activity to show the class the type of articles that they will be looking for. Include editorials, factual news reports, human-interest stories, and articles which express opposing points of view on the same topic if possible. Refer to the article by Gary Lautens used in the ESLCO profile, Unit 2, Activity 2, for one example of an opinion piece.
- Select four or five articles for group work in Strategy 13. Make multiple copies for each group.
- Prepare information from course Resources for note-taking strategies, reading and analysing news articles, reading an opinion piece, identifying facts and opinions.
- Create a graphic organizer for students to record new vocabulary on immigration and political issues. This organizer could include headings such as: part of speech, meaning as guessed in context, dictionary definition, root word(s), prefixes, suffixes, synonyms, first language equivalent, etc. Make multiple copies of this graphic organizer for students to compile into a vocabulary log.

- Create a checklist or rubric to assess the media watch scrapbook project. Include expectations, such as the number and types of articles represented, identification of a news report vs. an editorial, effective summarizing of main points, use of the writing process; accurate use of conventions of English, use of transition words to summarize main points of the article, and completion of the vocabulary log.
- Obtain a video from the series *A Scattering of Seeds*. The episode used in this activity is "The Boatswain," a snapshot of the life of Serbian émigré poet Radovan Gajic, who now works as a building superintendent in Toronto. Other suggested titles from the series include: "Voice of Freedom," about a Ugandan refugee who is now a teacher and broadcaster; "King of Hearts," which focuses on a Kurdish shepherd boy who moves to Canada and becomes a physician; "The Yellow Pear: The Story of Gu Xiong," in which the teenage daughter of an artist who escaped from China just after the Tienanmen Square massacre narrates the story of the family's adjustment to life in Vancouver; and "The Furthest Possible Place: The Journey of Ana Maria Seifert," about a young Peruvian political activist who flees to Montreal and supports her family as a garment worker while completing her university studies. She goes on to become an internationally renowned industrial health and safety expert and scientist.
- Create a graphic organizer for students to record the five Ws while viewing "The Boatswain." Make multiple copies for classroom distribution.
- Obtain a class set of the novel, *The Road to Chlifa.*
- At the beginning of this unit, students are assigned the independent reading of the novel, *The Road to Chlifa*, in preparation for the novel study which begins in Activity 4. Determine the schedule for independent reading of the novel, and the date to begin the class novel study.
- Make sufficient copies of Appendix 1 – Content Reading Log, for *The Road to Chlifa.*
- Have available small pads of sticky notes as a study aid while reading the novel.
- Have an enlarged map of Lebanon available to pin to the classroom wall. Also have available a world map and a map of Canada. Collect photographs of the civil war in Lebanon, as well as photos of the rebuilding of the country since the end of the civil war.
- For some students, the immigration experience is a painful one. Be cognizant of some students' reluctance to share information about their own personal immigration experiences. Where students are comfortable, encourage them to share their own immigration histories with the class. Some students may wish to talk about a friend's or relative's experiences to help depersonalize the discussion.

## Teaching/Learning Strategies

### Pre-Reading Preparation for the Novel, *The Road to Chlifa*

1. Brainstorm the word *freedom* with the class and create a semantic web, on chart paper, of all student contributions. Ask students to define the opposite or absence of freedom, and create another web. Post these charts in the classroom.
2. Distribute a copy of the novel, *The Road to Chlifa*, to each student. In groups of four, students look at the front and back covers of the book and share predictions about what they think the novel will be about, where they think it takes place, and how they think it ties into the discussion of freedom the class has just had. Students select a group representative to report their group's observations to the class.
3. Introduce the division of the novel into three sections: Part I (*Catalysis*, Montreal, January – February, 1990); Part II (*The Mountain that is Lebanon*, Beirut – Chlifa, Lebanon, June, 1989); Part III (*Life Goes On*, Montreal, February – May, 1990). Ask students to find the titles, locations, dates, and page numbers of each section. Plot them on a timeline on chart paper and post in the class.

Draw students' attention to how the book does not develop in a chronologically linear fashion. Explain to students the structural device of *flashback* and how it is used to reveal character and shed light on the central conflict in the novel.

4. Use the map of Lebanon in the book, an enlarged map of Lebanon, a world map, and a map of Canada to have a discussion about the settings of the novel and to gather background knowledge from the class about the civil war in Lebanon. Pin up any photographs collected depicting civil conflict in Lebanon.
5. Have students skim the first and third of the three parts of the novel to observe the difference in text graphics (e.g., alternating use of italics, headings for Karim's diary, bolded upper case letter of first paragraphs, etc.). Students find similarities in the graphic text features of the two parts (e.g., use of italics for Karim's diary), and make guesses as to the significance of these features.
6. Read aloud the first pages (pp. 11-13) to the class. Students can choose to follow along in their books or keep their books closed.
7. Discuss with the class what has been learned so far in these first few pages. Elicit the names of the characters introduced so far (Karim, Nancy, Dave, Robert the teacher, Reggie and the unnamed writer). Ask the class what they think Karim is like as a person from what has been revealed about him so far. Have the class make inferences about Karim's past experiences.
8. Read aloud p. 14, "Karim's Diary". Have the class compare and contrast their views of Karim, now that they have read some of his diary. Elicit from students that the tone of Karim's diary is negative. Have students make some guesses as to what might have made this young man so bitter and negative.
9. Review the concept of a diary and discuss with students how the point of view in this novel will alternate between various characters. Remind students of the difference in text features (italics) which always signifies an entry in Karim's diary.
10. Distribute the content reading logs and make sure that students know how to use them to track their reading of the novel.
11. Instruct students in the study skill of using sticky notes in their reading of the novel to flag vocabulary or plot developments that they are unsure of. They can also write questions or reflections for the more in-depth novel study which they will be starting in Activity 4.
12. Assign students the task of reading the novel to be completed by the date on which the teacher plans to begin Activity 4 (beginning of novel study). This first reading of the novel is done independently outside of class time.

**Introducing the Media Watch Activity**

13. Brainstorm a list of reasons people immigrate to Canada and post it in the classroom. Ask students if they are aware of any recent immigrant groups whose immigration circumstances or stories have received recent media attention and post them as well. If there are students who have taken Grade 10 History, it may be helpful to refer to the concept of "push/pull" factors in immigration.
14. Divide the class into small groups, then distribute a recent newspaper article on a Canadian immigration issue, such as illegal smuggling of immigrants, changes in refugee claims procedures, arrival of a large group of refugees, etc. Each group receives a different article. Ensure that there is at least one factual news report and one editorial. Teach/review note-taking methods. Note-taking strategies reviewed in material listed in the course Resource include: suggestions for identifying key information (words in special typeface, terms that reappear frequently, etc.); tips for paraphrasing in a concise manner, and three styles of note-taking (point form, split page, and mapping). Groups read their articles and summarize them in point form. Each group appoints a scribe and a reporter who shares the summary with the class. Post each article and summary.

15. From the group presentations, choose one point-form summary of a factual news report. Choose a second summary, this time of an editorial. Discuss the differences between factual news articles and editorials. Students create a T-chart to record the differences. Focus on fact versus opinion, point of view, and differing language elements and styles used. Prepare additional information on the differences between news articles and editorials, using material from the course Resources.
16. From one of the summaries, model with students the process of composing a summary paragraph from point-form notes. Remind students of the conventions of including a title, source, and date for the article. For practice, students summarize an article, first in point-form and then in a paragraph.
17. Introduce the media watch scrapbook assignment. Over a period of time until the assignment is due, students collect five articles on various Canadian immigration issues from newspapers, magazines, periodicals, and Internet sources. Students must include a minimum of one factual news report and one editorial. For each article students write a summary paragraph. In addition, they compile a vocabulary graphic organizer as suggested in the planning notes. Decide on a minimum number of entries for vocabulary development; twenty would be a reasonable number for the entire assignment. Share the teacher-created checklist or rubric for assessment with students. See Planning Notes for a suggested list of items to assess. Also share with students examples of media watch assignments from previous classes so that students can see what is expected.
18. Introduce *A Scattering of Seeds*. Have students try to predict the overall theme of the series by thinking about its title. Write the predictions on the board. Clarify the meaning of the episode's title "The Boatswain" (a ship's officer involved with the organization of the crew, also written as bosun). The class views the video, completing an organizer with the five Ws and other focus questions.
19. Distribute a list of visual elements used in this production, (e.g., the long corridors, the boat images, the garden, the bicycle with the training wheels, the scenes of Radovan Gajic cleaning the apartment buildings and working at his computer, the scenes of Serbian community events, the poetry reading, the military scene). Show the video again while students watch for these visual elements and make notes about their significance to the video. Small groups of students discuss what these various contrasting visual elements mean and why the director chose to include them to reinforce the video's theme of adjustment and integration into a new country and culture.
20. Convene the whole class to share what was discussed in the small groups.

### Assessment & Evaluation of Student Achievement

- Formative assessment of the in-class practice article summary. (DWR2.02, DWR3.05)
- Formative assessment of student's participation in the group discussions and presentations. (DOR1.05, DSC2.03)
- Summative assessment of the media watch scrapbook, including vocabulary log, using a teacher-created checklist or rubric. (DRE1.03, DRE2.01, DRE3.06; DWR2.02, DWR3.01, DWR3.02, DWR3.05)

### Accommodations

- Record the book, *The Road to Chlifa*, on tape.
- Provide point-form notes for a newspaper article; highlight the key points in advance.
- Reduce the number of vocabulary entries and articles required for the Media Watch Scrapbook assignment.
- Students write personal responses to entries in their media watch scrapbook. Provide students with a list of response prompts to stimulate personal responses.

### Resources

Archer, Lynn, Cathy Costello, and Debbie Harvey. *Reading and Writing for Success*. Harcourt Brace, 1997.

Marineau, Michele. *The Road to Chlifa*. Red Deer, Alberta: Red Deer College Press, 1995.

Selected recent Canadian newspaper and magazine articles on immigration issues.

**Video**

*A Scattering of Seeds:* "The Boatswain." Port Credit, ON: McNabb & Connolly, 1999. McNabb and Connolly, 60 Briarwood Avenue, Port Credit, ON L5G 3N6 Tel: 905-278-0566
E-mail - mcnabbconnolly@homeroom.ca

## Activity 2: The Road to Freedom: Research Report

**Time:** 300 minutes

### Description

Students use library research skills to locate and integrate information about an immigrant group in Canada. They take point-form notes from sources using an organizer and expand these to a research report, which includes a bibliography. Using the writing process, students compose, revise, and edit their reports through teacher and peer conferences.

### Strand(s) & Learning Expectations

**Reading**

DREV.04 - locate, evaluate, and use information from a variety of sources for academic, social, and career purposes, including guided research projects;
DRE3.02 - skim texts for main ideas and overall organization;
DRE3.03 - scan texts for specific information;
DRE4.01 - use knowledge of a variety of conventions of formal texts to locate information;
DRE4.02 - compare ideas and information from a variety of sources for guided research projects;
DRE4.03 - summarize main points for guided research projects, using graphic organizers.

**Writing**

DWRV.02 - use the writing process to prepare final drafts with teacher guidance;
DWRV.03 - arrange ideas in logical order and present them in linked paragraphs;
DWRV.04 - use the sentence patterns and conventions of standard Canadian English with accuracy most of the time in written work;
DWR1.05 - use the conventions appropriate to particular forms of writing;
DWR2.01 - write a passage of three or more paragraphs to develop a central idea;
DWR2.03 - edit to improve writing style;
DWR2.04 - use visual elements to enhance the effectiveness of published work;
DWR2.05 - produce final drafts, using appropriate writing tools;
DWR3.01 - spell words accurately in final drafts, including subject-specific terms;
DWR3.02 - use periods, commas, apostrophes, quotation marks, colons, and parentheses correctly in final drafts;
DWR3.05 - use common tenses and verb phrases, adjectives, adverbs, conjunctions, prepositions of direction and time, and interrogative and negative constructions appropriately and with accuracy most of the time.

## Prior Knowledge & Skills

- Ability to read brief newspaper and magazine articles
- Experience in taking point-form notes
- Familiarity with the writing process

## Planning Notes

- Arrange with the teacher-librarian to compile books, resources, and materials on immigrant groups to Canada for the use of the class. Many teacher-librarians will give a lesson to students on compiling a bibliography for a research project. Where applicable, book the Library/Resource Centre and enlist the teacher-librarian to collaborate on this part of the project.
- Students research and report on one immigrant/refugee group in Canada. Generate a list of recent immigrant groups for students to choose from. Use articles from the media watch scrapbooks, as well as your knowledge of current events and issues in Canadian immigration to compile this list. For example, *Canadian Geographic* magazine has a map of Toronto showing recent immigrant communities in its January/February 2001 issue. Census Canada information is useful as well.
- Generate a list of ethnic/cultural organizations that students could contact for interviews.
- Save exemplars of research report assignments done at Level 3 and Level 4 on the Achievement Chart to share with future classes.
- Make sufficient copies of the research assignment, Appendix 2.
- Prepare an editing checklist to be used for the research report.
- Prepare a rubric to assess the research report. The following should be assessed: use of the graphic organizer to summarize main research points; report content through inclusion of all points listed in the research assignment (Appendix 2); use of a minimum number of resources; citation of the resources in correct bibliographic format; correct use of grammar, spelling, punctuation, and capitalization; and use of visual elements such as font size, type face, margins, etc., to enhance the visual appearance of the report.
- Have available dictionaries, thesaurus, and other appropriate writing resources.
- Prepare a sign-up schedule for student presentations in Activity 3.
- The expectation is that the research report will be done using word processing. Make accommodations for any students who do not have access to a computer.

## Teaching/Learning Strategies

1. Brainstorm a list of immigrant and refugee groups in Canada. Inform students that they will be researching and writing a short report on one of these groups. Distribute the assignment (Appendix 2), which is to be done in pairs, and clarify expectations with students.
2. Hand out the teacher-prepared rubric to students. Show students exemplars of previous projects.
3. Visit the Library/Resource Centre to familiarize students with the available resources. Collaborate with the teacher-librarian, if possible, to teach students research techniques and bibliographic format.
4. As an additional means of gathering information, suggest the use of interviews with persons who work for ethnic/cultural organizations.
5. Students hand in a list of the sources they will use to research the topic, in proper bibliographic format. This is the first stage of the assignment.
6. Teach/review the note-taking process which students used in compiling the media watch scrapbook. Assist students in taking notes for the project by modelling for them how to organize their information under the various content headings given in the research assignment (Appendix 2). Students hand in this organizer as part of the assignment. Remind students to make brief notes in their own words, which they will later expand to a full report.
7. Students research and take notes from their sources following the assignment headings.

8. Students write a first draft of their report using their research notes and any interview notes they have gathered. Editing of the first draft is done through teacher conferencing, peer editing, or both.
9. Students revise the first draft and rewrite a second draft of the report. This draft includes the use of visual elements such as headings and typeface for emphasis. Share examples from reports and other articles to demonstrate to the class the visual impact of a polished piece of writing. Students rewrite the final draft, editing for writing conventions and spelling, using dictionaries, computer spell check features, and the editing checklist.

### Assessment & Evaluation of Student Achievement

- Formative assessment of bibliography for research project. (DWR1.05)
- Formative assessment of first draft of research report by teacher and/or peer conferencing. (DWR1.05, DWR2.03)
- Summative assessment of research report using a teacher-created rubric. (DRE4.03, DWR1.05, DWR2.01, DWR2.03, DWR2.04, DWR2.05, DWR3.01, DWR3.02, DWR3.05)

### Accommodations

- Students may read articles in first language newspapers and take notes in their first language.
- Students may create a poster, pamphlet, or booklet instead of writing a report.

### Resources

Archer, Lynn, Cathy Costello, and Debbie Harvey. *Reading and Writing for Success*. Harcourt Brace Canada, 1997.

Carter, Velma and Levero (Lee) Carter. *The Black Canadians: Their History and Contributions*. Edmonton: Reidmore Publications, 1989.

Fick, Steven and Mary Vincent. "Toronto: A Global Village". *Canadian Geographic*. January/February 2001, pp. 54-55.

Hill, Lawrence. *Trials and Triumphs: The Story of African-Canadians*. Toronto: Umbrella Press, 1993.

Minhas, Manmohan. *The Sikh Canadians*. Edmonton: Reidmore Publications, 1994.

Palmer, Howard and James S. Frideres. *The Search for a New Homeland: Polish and German-speaking Canadians*. Edmonton: Reidmore Publications, 1990.

Yee, Paul. *Struggle and Hope: The Story of Chinese Canadians*. Toronto: Umbrella Press, 1995.

**Website**

www.settlement.org (statistics about immigrants to Canada)

## Activity 3: The Road to Freedom: Oral Presentations

**Time:** 240 minutes

### Description

Students present their research on immigrant groups to the class, while their classmates take notes on the presentations using a graphic organizer.

### Strand(s) & Learning Expectations

**Oral and Visual Communication**

DORV.01 - communicate orally in English in a wide variety of daily activities in the community, the classroom and the workplace;

DORV.02 - use the elements of English grammar with increasing accuracy in speech;

DOR1.03 - use a variety of communication strategies to bridge gaps in their English language knowledge;
DOR1.04 - use the pronunciation, stress, rhythm and intonation patterns of spoken English with accuracy most of the time;
DOR1.05 - participate in classroom discussions and oral presentations;
DOR1.07 - use a variety of transition words and phrases in classroom discussions and oral presentations to express relationships such as comparison, contrast, sequence, and cause and effect;
DOR1.09 - take notes from classroom presentations, using a written outline or graphic organizer as a guide;
DOR1.11 - use formal speech for oral classroom presentations;
DOR2.01 - use important elements of English grammar with increasing accuracy.

**Social and Cultural Competence**

DSCV.01 - demonstrate understanding of the rights and responsibilities of living in Canada;
DSCV.02 - demonstrate flexibility as learners in different teaching and learning situations;
DSC1.06 - participate in discussions and debates about local, national, and global issues and events;
DSC2.01 - participate effectively in a variety of learning and teaching situations.

### Prior Knowledge & Skills

- Experience in giving brief oral presentations
- Experience with pair work
- Familiarity with graphic organizers as an aid to taking notes

### Planning Notes

- Prepare a checklist or rubric for assessment of the paired oral presentation. The checklist or rubric could have some dimensions which are common for both participants such as organization and content, and some dimensions, such as grammar and pronunciation, which could be assessed individually. Make multiple copies of the checklist or rubric. The presentation will be assessed by the teacher, and again as a self-assessment after presenters have given their talks.
- Have available a tape-recorded oral presentation to share with the class as an exemplar.
- Prepare a graphic organizer for the class to record notes from each presentation. Make enough of these organizers so that every student has one to complete for each presentation.
- Prepare a brief oral presentation on an immigrant group to model for the class. Alternatively, compile exemplars on videotape from previous classes to illustrate elements of a successful oral presentation.
- Make available an overhead projector, transparencies, and chart paper for the oral presentations.
- Make information available for the class on oral presentations, using material from the course resources.
- Make multiple copies of Appendix 3 for the Self-Assessment of Speaking Skills.

### Teaching/Learning Strategies

1. Engage the class in a discussion of what makes an effective oral presentation. Record and post students' contributions. Make sure that the following are discussed: research content, body language, volume, pronunciation, pace and clarity of speech, eye contact, avoidance of merely reading from notes, use of visuals, fielding questions from classmates.
2. Distribute the graphic organizer for note-taking from the presentations.
3. Model a brief oral presentation on an immigrant group that has not been researched by one of the pairs in the class. Demonstrate for students the use of cue cards or other memory aids while giving a presentation. Include at least one overhead projector transparency in the presentation so that students can see how this visual dimension enhances the talk. Students use the graphic organizer to take brief notes on the topic while the teacher presents.

4. Students rehearse in pairs for their oral presentations. Students tape record or videotape their presentations to review the clarity of their pronunciation, stress, and intonation.
5. Students give their oral pair presentations. Their classmates take notes during the presentations and ask questions at the conclusion. Students compile their graphic organizers in a folder and hand in to the teacher for assessment at the conclusion of all the oral presentations.
6. Have students use the checklist for a self-assessment (Appendix 3) at the end of their presentation while their classmates are filling in the graphic organizer.

### Assessment & Evaluation of Student Achievement

- Summative assessment of oral presentation using a rubric. (DOR1.04, DOR1.05, DOR1.11, DOR2.01)
- Formative self-assessment of oral presentation using the checklist in Appendix 3. (DOR1.04, DOR1.05, DOR1.11, DOR2.01)
- Summative assessment of graphic organizer folders using a checklist for major content. (DOR1.09)

### Accommodations

- Students present to the teacher instead of in front of the entire class.
- Students prepare large cue cards or sheets with each point for their oral presentation.
- Students present personal responses or analysis of the topic as part of their oral presentation.

### Resources

Archer, Lynn, Cathy Costello, and Debbie Harvey. *Reading and Writing for Success*. Harcourt Brace Canada, 1997.

## Activity 4: *The Road to Chlifa*: Karim's First Months in Canada

**Time:** 240 minutes

### Description

Students read Part I of the novel, *The Road to Chlifa*. Through the character of Karim, students reflect on the difficulties of adjustment to life in Canada. Students begin a response journal and vocabulary log. They begin to study the literary devices of plot, character, setting, symbol, and metaphor as expressed in the first part of the novel.

### Strand(s) & Learning Expectations

**Reading**

DREV.01 - read and respond to literature with teacher guidance;
DRE1.01 - identify some common cross-cultural themes in literature;
DRE1.02 - identify and explain literary elements and devices in teacher-selected texts;
DRE1.03 - make inferences about a writer's point of view or a character's actions;
DRE3.04 - determine meaning in texts that contain complex grammatical elements;
DRE4.01 - use knowledge of a variety of conventions of formal texts to locate information.

### Prior Knowledge & Skills

- Completion of an independent reading of *The Road to Chlifa*
- Completion of the content reading log for the novel

## Planning Notes

- There may be students in the class who are from a war-torn locale, who have escaped difficult and dangerous situations on their journey to Canada. Teachers need to recognize the experiences of these students and be sensitive to their reading and response to the novel *The Road to Chlifa.*
- Create a template for a vocabulary log, which includes the vocabulary item, the context in which the word occurs in the book, a prediction of what the word might mean, the dictionary definition, and the first language equivalent.
- There is some colloquial language used in certain sections of *The Road to Chlifa,* which is typical of how teenagers can interact, but it may make some students or teachers uncomfortable. When the characters in the novel engage in dialogue in this slang register, an excellent opportunity arises to discuss levels of formality in English and their appropriateness in various social contexts. Discuss equivalent expressions, which would be used in more formal contexts. Encourage students to keep a list of informal and formal expressions collected during the study of this novel.
- Create a brief comprehension quiz on the novel using a combination of fill-in-the-blanks, multiple-choice, item-matching, cloze, and other short-answer formats.
- Students are asked to make a number of entries in a response journal as part of their novel study. The journal response technique allows students to express and support their opinions, pose questions, and relate the novel to their own lives and experiences. These journals should be collected and read by the teacher several times during the course of the novel study.
- Locate a picture of a unicorn.

## Teaching/Learning Strategies

1. Collect the content reading logs assigned in Activity 1 and assess for completion.
2. Have students complete a brief content quiz which ascertains whether they have comprehended the main characters and plot developments of the novel.
3. Following the same model as the vocabulary log used for the media watch scrapbook, tell students that they will be expected to keep a vocabulary log for the novel during their second reading of the book. Arrive at a minimum number of entries, and let students know when the completed vocabulary log is due at the end of the unit.
4. Have students go to the text and locate Karim's feelings about his first days of school in Canada (pp. 14, 18, 19, 20-22). Ask students to talk about what Karim liked/didn't like about his first days in school and in Canada. Create a T-chart on the board to record student responses.
5. Ask students to reflect on their first day of school in Canada, paying particular attention to how they felt, how they perceived their new school environment, and how they sensed others felt about them. Students discuss these experiences and feelings in pairs, and then have a full class discussion in which students volunteer to share some of their feelings. Teacher records contributions on the board.
6. Introduce the response journal. Prepare information on keeping a reading response journal. Ask students to respond in writing to the following questions: *Why is Karim feeling negative about being in Canada? How did Karim's past experiences influence his feelings about his new life in Canada?* Allow time in class for students to re-read pp. 11-22 of the novel, and to respond to the above questions in their journals.
7. For homework, students respond in their journals to these questions about their own adjustment to living in Canada: *How did you feel on your first days in school in Canada? How did your past experiences influence your feelings when you first arrived in Canada?* Also have students re-read pp. 23-36 at home prior to the next class.
8. In class, students re-read Karim's diary entry on pp. 20-22 (February 7, 1990). Discuss with the class the two situations which upset Karim on that day (the juniper tree poem and the tape recorded song). Ask students why Karim reacted so strongly in these situations. Record student responses on the board. Introduce the concept of emotional triggers, where a present situation can create a strong

emotional reaction because it reminds you of something that occurred in the past. Cite the passages on pp. 131-132, which describe the location of Maha's grave by a juniper tree. Point out to students that in a first reading of this book, the reader does not yet have the background about Karim's life to understand his strong reaction to the poem. Having read the book once, the reader now knows why the poem is such a trigger for Karim. Elicit from students what the juniper tree symbolizes for Karim. (The juniper tree becomes a symbol of Maha's violent death, as well as a symbol of Karim's lost homeland of Lebanon.). Discuss how a symbol functions in literature. Relate this perspective to the use of the juniper tree in *The Road to Chlifa.*

9. Have students re-read the section in which Karim confronts Dave in the washroom on pp. 31-33. Discuss the triggers from his past which are the keys to Karim's behaviour in this current situation. How is the assault on My-Lan symbolic of Karim's past?
10. Teach students about the literary device of metaphor. Ask students to think about the title of Part I, "Catalysis", and to consider its definition as given on the title page of Part I ("...the change in a chemical reaction brought about by a substance (catalyst) that is unchanged chemically at the end of the reaction"). Point out that Karim's entrance into school life immediately changes the dynamic of the class, although he himself remains unchanged and impassive. Draw the parallel between this and the chemical process of catalysis. In small groups, students compile a list of examples of situations in which energy and interest among the students is directly generated by Karim through his actions and more indirectly by his terse responses to his peers.
11. In their journals, students respond to Karim's adjustment (or lack thereof) to life in Canada so far. Students answer these questions in their response journals: *What are the obstacles to Karim beginning to adjust to life in Canada? Do you empathize with Karim's attitude or do you have difficulty understanding his attitude? If you were in Karim's place, how do you think you would respond?*

### Assessment & Evaluation of Student Achievement

- Formative assessment of the content reading log. (DREV.01, DRE1.02)
- Formative assessment of the comprehension quiz. (DREV.01, DRE1.02, DRE3.04)
- Formative assessment of the reading response journal. (DREV.01, DRE1.01, DRE1.02)

### Accommodations

- Tape-record the novel or portions of it for listening out of class.
- Provide written directions for response journal entries.
- Allow extra time for reading the novel.

## Activity 5: *The Road to Chlifa*: Understanding Characterization

**Time:** 300 minutes

### Description

Students re-read and discuss Part II of the novel ("The Mountain that is Lebanon"). Students further expand their understanding of setting and plot, while deepening their understanding of character development. Students enrich their vocabulary of adjectives while compiling character studies of Maha and Karim. Through dramatization, students observe the changing relationship between these two main characters. Students also focus on the grammatical structure of using *should* in the present tense to offer advice, as contrasted with *should have* in the past tense to express regret.

## Strand(s) & Learning Expectations

**Oral and Visual Communication**

DORV.01 - communicate orally in English in a wide variety of daily activities in the community, the classroom, and the workplace;
DORV.03 - use appropriate language and non-verbal communication strategies in a variety of situations;
DOR1.04 - use the pronunciation, stress, rhythm and intonation patterns of spoken English with accuracy most of the time.

**Reading**

DREV.01 - read and respond to literature, with teacher guidance;
DRE1.02 - identify and explain literary elements and devices in teacher selected texts;
DRE1.03 - make inferences about a writer's point of view or a character's actions.

**Writing**

DRWV.04 - use the sentence patterns and conventions of standard Canadian English with accuracy most of the time in written work;
DWR3.05 - use common tenses and verb phrases, adjectives, adverbs, conjunctions, prepositions of direction and time, and negative constructions appropriately and with accuracy most of the time.

## Planning Notes

- Students should re-read passages at home before the class engages in a discussion of an assigned section. Comprehension questions can be assigned for each section to clarify students' understanding of events and characters.
- Divide Part II of the book into a number of sections. These sections will form the basis of the dramatization assignment. The following division into ten sections is suggested:
  - pages 48-50;
  - pages 54-61;
  - pages 66-71;
  - pages 85-89;
  - pages 90-96;
  - pages 97-99;
  - pages 100-105;
  - pages 106-108;
  - pages 109-115;
  - pages 116-120.
- Make multiple copies of Appendix 4 on the use of *should* and *should have* for classroom distribution.

## Teaching/Learning Strategies

1. Have students re-read pp. 38-47, which tells about Karim's life in Beirut before the loss of Nada. With the whole class, do a brief plot summary of this section. Ask the class how Karim and his family tried to make their lives "normal" despite the horror and destruction happening around them.
2. Divide the class into three groups. One group notes all the characters that appear in this section, with three or four details about each character (Karim, Nada, Bechir, Nada's mother). The next group does a plot summary of this section citing the suspenseful moments. A third group goes through this section listing all Karim's typical adolescent activities in Beirut (e.g., friends, school, interest in girls). Each group chooses a recorder to write contributions on chart paper, as well as a representative to present their points to the class.

3. Students copy all of these points into their notebooks. For homework, students re-read pp. 48-55, where Karim meets Maha for the first time and she announces her plan to escape to Chlifa. Discuss with the class what they think causes Karim to agree to go with Maha, when he clearly thinks it is impossible. What other forces are at work within Karim besides logic? (One dimension is that Maha is a link to Nada, although she is entirely unlike her.) Students respond to the questions in their journals.
4. Begin a character study of Maha. Have students suggest several adjectives which would describe Maha's character and support their assertions with quotes from the book. Have students begin a section of their notebooks for this character study and record their observations here. Do the same thing for the character of Karim. Post lists of the adjectives used to describe Maha and Karim, and continue to add to these charts during this activity.
5. Assign a short section of Part II of the novel to pairs of students, as suggested in the planning notes. Pairs create a dramatization of dialogues between Maha and Karim which occur in their section, and present to the class. Allow time in class for students to rehearse their dialogues.
6. Each pair presents the dialogue to the class. After each dramatization, the class discusses why and how the relationship between Maha and Karim is changing, as shown through the dialogue. After each presentation, have students choose another adjective to describe Maha and Karim for their character studies, and support these decisions through quotes from the book. Students add this information to the character study section of their notebooks. At the conclusion of all the student dramatizations, students hand in their completed character studies of Maha and Karim. Several of these observations can also be assigned for reading response journal entries.
7. For homework, students re-read the conclusion of Part II (pp. 121-132), the quarrel between Karim and Maha, followed by Maha's brutal rape, murder, and burial in Chlifa. Discuss with the class the guilt feelings which plague Karim as a result of what happened to Maha. Would Maha have died if she and Karim had not quarrelled? Or would everything have still turned out the same? Ask students to complete a response journal entry in the role of Karim writing about his regrets over what happened on that tragic day.
8. Ask students to reflect on some actions that they have recently taken that they regret. For example, "You had a test this morning. You didn't study for the test last night, and you didn't do very well on it. You say to yourself, "I should have studied last night for the test." Review/teach the use of the past form of *should have*. Ask students to think of several choices which characters have made in *The Road to Chlifa*. Together model several sentences using *should have/shouldn't have*, such as Karim's decision to stay in Beirut when his family left for Montreal: *Karim shouldn't have stayed alone in Beirut when his family left. He should have gone to Canada with his parents*. Distribute Appendix 3. Have students complete the grammar assignment for homework.

### Assessment & Evaluation of Student Achievement

- Summative assessment of the paired dramatization using a checklist. (DORV.03, DOR1.04)
- Summative assessment of the character study of Karim and Maha. (DRE1.02, DRE1.03)
- Summative assessment of *should/ should have* grammar exercise. (DWR3.05)
- Formative assessment of assigned reading response journal entries. (DREV.01, DRE1.03)

### Accommodations

- Students tape-record their dramatization.
- Provide a list of character traits and definitions. Have students assign each trait to either Karim or Maha. Provide excerpts from the dialogues and match to the appropriate character.
- Provide additional grammar exercises on the use of *should/should have*.
- Have students do research on the unicorn as a mythical symbol. (Unicorns are mythical beasts.)

## Activity 6: *The Road to Chlifa*: Themes

**Time:** 300 minutes

### Description

Students analyse some of the themes in the novel *The Road to Chlifa*. They review paragraph format and study the structure of the essay. Students write and edit a five-paragraph essay dealing with one of the themes of the novel. Students select a novel for independent study for which they will prepare a book report to be submitted towards the end of the course.

### Strand(s) & Learning Expectations

**Reading**

DREV.01 - read and respond to literature, with teacher guidance;
DREV.02 - use a range of strategies to build vocabulary;
DRE1.04 - choose and respond to personal reading material comparable in scope and difficulty to some materials selected by their English-speaking peers;
DRE2.01 - use a variety of strategies to build vocabulary;
DRE2.02 - infer the meaning of many Latin-based words from context and from prefixes, suffixes, and word roots.

**Writing**

DWRV.01 - write in a variety of forms appropriate to different subject areas, personal needs, and career goals, with teacher guidance;
DWRV.02 - use the writing process to prepare final drafts, with teacher guidance;
DWRV.03 - arrange ideas in logical order and present them in linked paragraphs;
DWRV.04 - use the sentence patterns and conventions of standard Canadian English with accuracy most of the time;
DWR1.01 - write to carry out assignments in different subject areas;
DWR1.03 - select and use appropriate forms for personal and creative writing;
DWR2.01 - write a passage of three or more paragraphs to develop a central idea;
DWR2.02 - use transition words and a variety of sentence patterns to express relationships such as comparison and contrast and cause and effect;
DWR2.03 - edit to improve writing style;
DWR2.05 - produce final drafts, using appropriate writing tools;
DWR3.01 - spell words accurately in final drafts, including subject-specific terms;
DWR3.02 - use periods, commas, apostrophes, quotation marks, colons, and parentheses correctly in final drafts;
DWR3.05 - use common tenses and verb phrases, adjectives, adverbs, conjunctions, prepositions of direction and time, and interrogative and negative constructions appropriately and with accuracy most of the time.

### Planning Notes

- At the conclusion of this unit, students select a novel that deals with the theme of journeys to freedom for independent reading. Students read this novel during the remainder of the course and prepare a brief book report that could be part of the 30% final summative assessment for the course. Allot time during Unit 4 to discuss and model book report form and expectations with students.
- Make available a selection of novels from which students may choose the book for their independent book report. A fully annotated bibliography of novels addressing the theme of journeys to freedom is provided at the end of this unit.

- Students write a five-paragraph essay on the factors that contribute to Karim's healing and adjustment to life in Canada. The following are alternative topics for the essay:
  - Discuss Karim's journey as a metaphor for growing up.
  - Maha or Nada: Who was more worthy of Karim's love?
  - War: One can survive it, but will always be changed by it.
  - Life is a journey that you have to make alone.
- Prepare a checklist or rubric for assessing the five-paragraph essay. Assess such items as inclusion of a thesis statement in the first paragraph; use of paragraphs 2, 3, and 4 to give supporting details which back up the thesis statement; a final paragraph which effectively concludes the essay; use of transition words to move from one paragraph to the next; correct use of grammar, spelling, punctuation, and capitalization.

### Teaching/Learning Strategies

1. Read aloud to the class Part 3: *Life Goes On*, pp. 134-142. Students follow along in their books. With the class, brainstorm a list of ways Karim passed his time for his first five months in Montreal, prior to going to school. Highlight his inertia and isolation during this period. Ask students why Karim's parents forced him to go to school in Montreal. Have students complete a response journal entry where the student takes the role of one of Karim's parents and writes about why Karim should resume his education in Montreal.
2. Return to the metaphor of catalysis that was introduced in Part 1 of the novel. Highlight to the class how Karim's return to school created a reaction. Refer to Karim's diary entry, p. 135, "...To make me react. Boy, did I react."
3. On the board, write the words: "positive outcomes "and" negative outcomes". In pairs, have students list the negative and positive outcomes that resulted when Karim resumed school in Canada. Conduct a class discussion and record the discussion points on the board.
4. Focusing on pp. 136-137, elicit from the class the three realizations that Karim has come to which help him heal and adjust to his new life. For homework, ask students to complete a journal entry response to Karim's three realizations. Ask students to suggest additional ways Karim might overcome his losses and move on with his life in Canada.
5. Have students brainstorm the everyday concerns in the life of a typical twelve-year-old in Canada. Record on chart paper. On a separate piece of chart paper, record the concerns of Maha in war-torn Lebanon. Draw particular attention to Maha's responsibilities for single-handedly providing safety, food, and comfort to her six-month-old brother, without adult family members for guidance or support. Compare and contrast these two lives.
6. On the board, write the thesis statement, "Children in war-torn countries have to grow up faster." Refer back to Strategy 5 and the points raised about Maha and her responsibilities. Using a think-aloud process, model for students the construction of the five-paragraph essay on the thesis statement and supporting details. Make multiple copies of the final draft and distribute to the class.
7. Assign the following essay topic to the class: *Discuss the factors that contribute to Karim's healing and adjustment to life in Canada*. Review the editing process with students. Provide students with an editing checklist. Provide time for peer-editing, revision and teacher conferencing opportunities. Students submit the drafts for formative assessment and polished copies for summative assessment.
8. Present the independent novel assignment to the class. Give brief book talks on several available books to pique students' interest. Students each choose a book and independently read it for the duration of the course. Inform students that the independent novel assignment forms part of the 30% final summative assessment for the course, and agree upon a due date for the book report to be handed in.

### Assessment & Evaluation of Student Achievement

- Summative assessment of the five-paragraph essay using a checklist or rubric. (DWR1.01, DWR2.01, DWR2.02, DWR2.03, DWR2.05, DWR3.01, DWR3.02, DWR3.05)
- Summative assessment of the vocabulary log for *The Road to Chlifa.* (DREV.02, DRE2.01, DRE2.02)
- Summative assessment of the reading response journal for *The Road to Chlifa.* (DREV.01, DWRV.01, DWR1.03)

### Accommodations

- Reduce the length of the essay.
- Provide a visual organizer as a means to arrange ideas for the essay.
- Reduce the number of entries required for the vocabulary log.
- Reduce the number of entries required for the reading response journal.
- For an enriched literary study, explain to students that *The Road to Chlifa* is a good example of the "journey" story. This is the primary pattern in heroic legends and also in many fantasy stories, such as fairy tales and *Star Wars*. Provide students with the following elements of the heroic journey:
  - It is often a journey from childhood to adulthood, and often has an adolescent hero.
  - The young hero has weaknesses and flaws, but has flashes of greatness. Usually he craves adventure, wants to see the world, and feels bored and cramped by the life he is living.
  - He is separated from his family, and part of his journey may be to find his way to back to them.
  - He needs to find his identity. He discovers that he wasn't who he thought he was.
  - He is often looking for his true father.
  - He often comes to the aid of a maiden, sometimes rescuing her from danger.
  - He is almost always aided by a wise grown-up/mentor.
  - There are frequently helpful animals. In fairy tales, the person who helps animals is always rewarded.
  - The road is longer, harder, and darker than he could ever guess. He goes through much danger, and almost always a brush with death.
  - He makes it to his destination, but his encounters have made him grow up. He changes from a child to an adult. Sometimes he must be healed, and sometimes he earns a reward. He learns wisdom along the way.

  Using the heroic journey pattern as a framework, students write their five-paragraph essay supporting the opinion that Karim is (or is not) a hero in this literary tradition.

### Resources

Archer, Lynn, Cathy Costello, and Debbie Harvey. *Reading and Writing for Success*, Harcourt Brace Canada, 1997.

Marineau, Michele. *The Road to Chlifa.* Red Deer, Alberta: Red Deer College Press, 1995.

**List of Novels for Independent Book Report**

Beake, Lesley. *Song of Be*. New York: Puffin Books, 1995.

Be, a young Bushman woman searching in the desert for the peace she remembers from her childhood, realizes that she and her people must reconcile new personal and political realities with ancient traditions.

Bell, William. *Absolutely Invincible*. General Paperbacks, 1991.

The support of his friends at his Canadian high school acts as a catalyst for fifteen-year-old George Ma to overcome the amnesia resulting from a horror-filled escape from his war torn country in Southeast Asia.

Boraks-Nemetz, Lillian. *The Sunflower Diary*. Montreal: Rousan Publishers, 1999.
Sixteen-year-old Slava Lenski writes about her life during her stay in a British Columbia boarding school where she reluctantly conceals her Jewish identity. But the memories of war-torn Poland, her missing sister and her beloved father continue to haunt her.

Castaneda, Omar S. *Among the Volcanoes*. New York: Dell Paperbacks, 1991.
An exceptional story of a Mayan teenager who is trying to pursue a dream and search for her identity in a world fraught with upheaval and change.

Choi, Sook Nyul. *Year of Impossible Goodbyes*. New York: Dell/Yearling Paperbacks, 1993.
This suspenseful story of a family's flight and escape to freedom from the Communist takeover of northern Korea affirms the strength of the human spirit to overcome adversity.

Crew, Linda. *Children of the River*. New York: Dell Paperbacks, 1991.
Cambodian-American teenager Sundara yearns to be accepted at her high school, while at the same time wanting to continue to adhere to her traditional Cambodian family values.

Ellis, Deborah. *The Breadwinner*. Toronto: Groundwood Books, 2000.
Canadian author Ellis tells the story of Parvana, a young girl in Afghanistan, where the Taliban, members of an religious group, run most of the country.

Hendry, Frances Mary. *Chandra*. Oxford University Press, 2000.
Betrothed at age eleven, Chandra longs for her own identity as others plan her life for her.

Hesse, Karen. *Letters to Rivka*. New York: Puffin Books, 1993.
Winner of numerous awards, this diary-style story recounts the arduous journey of Russian Jewish immigrants in the early twentieth century to a better life in the United States.

Kim, Helen. *The Long Season of Rain*. New York: Fawcett Juniper Books, 1997.
This National Book Award finalist novel tells the story of Junehee as she tries to break free of a long-standing tradition that neglects women's dreams in her Korean town.

Laird, Elizabeth. *Kiss the Dust*. Mammoth Paperbacks, 1991.
A Kurdish family flees its town for the mountains in Iraqi Kurdistan. The family witnesses Iraqi bombing raids and makes a night time trek across the border to Iran, where they are shunted from one refugee camp to another until finally gaining political asylum in Britain.

Levine, Ellen. *Freedom's Children*. New York: Avon Paperbacks, 1994.
Thirty young civil rights activists tell their own stories of their participation in school desegregation and political activism against racism and segregation in the American south.

Levitin, Sonia. *The Return*. New York: Fawcett Paperbacks, 1988.
An adolescent Ethiopian Jewish girl makes a trek by foot from Ethiopia to Israel. Accompanied by her younger brother and sister, Desta is determined to leave her war-torn nation to seek her spiritual heritage. In the midst of this journey, she deals with many of the issues confronting teenage girls around the world.

Lowry, Lois. *Number the Stars*. New York: Dell Paperbacks, 1991.
This Newberry-award winning novel tells the story of how the entire Jewish population of Denmark was spirited across the sea by brave Danish people to freedom in Sweden.

Matas, Carol. *Sworn Enemies*. Toronto: Harper Collins Paperbacks, 1994.
In this novel by Canadian author Carol Matas, two Russian Jewish youths who are forced to serve in the Czar's army plot their escape from Russia.

Matas, Carol. *Lisa*. Toronto: Scholastic Paperbacks, 1987.
The Nazis have invaded Denmark. Lisa joins the resistance movement to prevent the deportations of Denmark's Jews to concentration camps.

Mazer, Norma Fox. *Goodnight, Maman*. San Diego: Harcourt Brace, 1999.
After years of being hidden from the Nazis in France, a young girl and her brother obtain passage on a US ship bringing refugees from Europe to the United States. Once in America, the refugees are taken to Fort Oswego, New York, among the 982 people who made up the only group of European refugees brought to the US by the American government during World War II.

Moore, Yvette. *Freedom Songs*. New York: Puffin Books, 1992.
A fourteen-year-old girl organizes a gospel concert to support the Civil Rights movement in the American south.

Nye, Naomi Shihab. *Habibi*. New York: Aladdin Paperbacks, 1999.
When fourteen-year-old Liyana Abboud and her family move from their home in St. Louis, Missouri to a new home between Jerusalem and the Palestinian village where her father was born, they face many changes and must deal with the tensions between Jews and Palestinians.

Paulsen, Gary. *Nightjohn*. New York: Dell Paperbacks, 1995.
After escaping via the Underground Railroad to freedom in the North, former slave Nightjohn, having learned to read and write, returns to the south to set up clandestine schools in the woods for slaves.

Smucker, Barbara. *Days of Terror*. Toronto: Penguin Paperbacks, 1981.
Days of peace turn to days of terror for a young boy caught in the tensions of the Russian Revolution. Ten-year-old Peter tells the story of his family's dangerous exodus to freedom.

Smucker, Barbara. *Underground to Canada*. Toronto: Penguin Paperbacks, 1999.
Taken away from her mother by a ruthless slave trader, all young Julilly has left is the dream of freedom. She is ready when the Underground Railroad offer to help her and a friend escape to freedom in the north.

Staples, Suzanne Fisher. *Shabanu*. New York: Random House Paperbacks, 1991.
Life changes dramatically for Shabanu, a young nomadic girl in the Pakistani desert, when she is promised to wealthy and powerful landowner as his fourth wife.

Temple, Frances. *Grab Hands and Run*. Toronto: Harper Trophy Paperbacks, 1995.
Twelve-year-old Felipe must run with his mother and younger sister from El Salvador to escape the death squads. The family makes its way to Canada to live every refugee's dream: "…to lead an ordinary life."

## Appendix 1

### Content Reading Log

Name:

This log will help you keep track of the events and characters in the novel.
Book: Author:

| Date | Pages Read | Events and Characters in the Story |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

## Appendix 2

### Research Report Assignment

1. In pairs, complete a two-page research report on a recent immigrant group in Canada. Use newspaper and magazine articles, Internet sources, books, and other materials to conduct your research.
2. Research and include the following information about the immigrant group you select:
   - number of people living in Canada;
   - number of people living in your city and/or community;
   - first language(s) spoken;
   - when the group began immigrating to Canada;
   - reasons for coming to Canada;
   - difficulties faced in settling in Canada (e.g., health concerns, education, jobs, housing);
   - success achieved in settling in Canada (e.g., economic improvements, establishment of community institutions, etc.).
3. Make point-form notes from your research sources using a graphic organizer. Turn these point-form notes into sentences and/or paragraphs under the appropriate headings, as listed above.
4. Cite your sources in a bibliography using the correct format.
5. Prepare the final copy of the assignment on a computer. Use larger fonts, bold type, underlining, and italics where appropriate.
6. Hand in all your research notes including your graphic organizer, rough drafts and final copy.

## Appendix 3

### Self-Assessment of Speaking Skills in Oral Presentation

Name: Date:
Presentation Topic:

| | Yes | No | Reflections |
|---|---|---|---|
| 1. I spoke loudly enough. | | | |
| 2. I spoke clearly. | | | |
| 3. I made eye contact with the audience. | | | |
| 4. I avoided reading from my notes. | | | |
| 5. I used appropriate formal speech for a presentation. | | | |
| 6. I used visuals in my presentation. | | | |
| 7. I answered questions from my classmates. | | | |

## Appendix 4

### Using "Should" to give advice and "Should Have" to express regret

| **Should: present tense** | **Should Have: past tense** |
|---|---|
| • use to give suggestions and advice to others and to yourself<br>• *should + present verb in base form* | • use to express regret about past choices or to criticize past actions<br>• *should + have + past participle of verb* |
| *Example*<br>Situation: You have a big math test next week. You *should study* a bit every night this week. | *Example*<br>Situation: You slip on the ice in front of your house. You *should have shovelled* the path. |

**Part One**

a) Give ten suggestions or pieces of advice to a new Canadian student to help him/her adjust to school in Canada. Use *should* or *should not* in each sentence.
*Example:* You should make a new friend as soon as possible.

b) Write ten sentences expressing regret. These sentences could be about how you adjusted to your new life in Canada, or they could be about general things. Use *should have* or *should not have* in each of your sentences.
*Example:* When I first came to Canada, I should have bought a bilingual dictionary.

**Part Two**

a) You are Karim's parents. You write him a letter from Montreal. You want to give him advice on how to manage on his own in Beirut. List ten pieces of advice that you would write to your son. Use *should* and *should not* in each piece of advice. Consider issues such as school, friends, nutrition, safety, taking of the house, and girlfriends.

b) Put yourself in the role of Karim, Maha, Bashir, Karim's parents, or any other character from the novel. As one of these characters, look back at the events of your life and consider your regrets. Write five sentences using *should have* and *should not have* to express your regrets and show how you would have made different choices.